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ABSTRACT

This packet contains materials to help fourth and fifth grade teachers provide their students with background information for field trips to the California State Capitol Museum (Sacramento). The working museum focuses on the theme areas of California history, the state government/legislative process, and state symbols. The packet presents teacher pages with information and rules for the building, directions to the Museum, an overview of the state legislative process, and a school tour evaluation form. It offers a selection of student activities and materials, including maps, a state history and history of the capitol, and an outline of the state government structure. It also provides background information about legislative activities in the State Capitol, describes the California State Seal and Flag, and identifies the five state symbols (California quail, California grizzly bear, poppy/flame flower, California redwood, golden trout). The unit also has the words to the California State Song, "I Love You, California." (BT)

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NAME _____

SCHOOL _____

Student Activity Packet

for the

California State

Capitol Museum

History, politics and government in action ...

SO 035 218

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California State Parks – Gold Rush District
State Capitol and Historic Site Tour Reservations – 2000/2001

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Dear Teacher,

We look forward to your visit to the State Capitol!

Enclosed are materials designed to help you provide your class with some background information for your field trip. We have touched on many areas that may be included in your Capitol tour. While this Teacher's Packet was prepared for fourth and fifth grades, you may want to adapt the materials for your individual class.

The State Capitol Museum focuses on the following theme areas: history, government/ legislative process and state symbols. Feel free to add or expand on this information according to your needs.

The greatest benefit you can share with your class is to prepare them. It has been our experience that students who arrive at the State Capitol with prior knowledge of California history and government are more involved with the tour. This proves to be a more fulfilling and memorable experience for the students.

We appreciate your valuable time in completing the evaluation form in the back of your packet along with any comments on how to improve this material in the future.

We are confident that your visit to the Capitol will be a rewarding one and we look forward to meeting you and your students.

Sincerely,

Museum Staff
California State Capitol

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Dear Student,

We are looking forward to your visit to the State Capitol. During your visit here, you will have the opportunity to explore the main building where government happens in California.

This building is a working museum. Some rooms, on the first floor, represent a historic period (1900-1910) and are for display only. All the other rooms are in use everyday by lawmakers and the public.

While you are here enjoying your visit, inside the offices all around you, men and women are working hard to run the business of state government. Your guide will be talking with you about how the government works, giving you the history of the building and answering any questions you might have.

We hope you will bring your curiosity, interest and respect while you share some time with us in your State Capitol building.

See you soon!

Museum Staff
California State Capitol

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TEACHERS PAGE

The following information will ensure the success of your tour.

STATE CAPITOL BUILDING RULES

- Minors must remain with their adult leader(s) at all times.
- Keep voices quiet. There are working offices throughout the building.
- Use stairs. Students are not to use the elevators. Physically challenged persons may use elevators.
- Stay to the right on stairs and in hallways, going up and down.
- Do not leave any items unattended. Please leave unnecessary items on the bus.

SENATE AND ASSEMBLY GALLERY RULES

- Cameras and backpacks are checked in at the gallery door when in session.
- Everyone must pass through the metal detector when in session.
- Limit your visit to *five* minutes when others are waiting.
- Remain seated. Do not lean over the rail.

CHECK-IN INFORMATION

- When you arrive, please have your group wait *outside* the West Entrance (10th Street) while the leader checks in at the school information desk that is located inside west entrance door.
- A *maximum* of 35 persons (students and adults) per guide can be accommodated on a tour. Please do not ask guides to make exceptions. If your group is oversized, "extras" may take a self-guided tour. A reasonable ratio would be 10 students per adult.
- You may wish to notify your Senate and Assembly representatives of your visit with the possibility of their taking a moment to speak with your group before or after your tour time.
- Please review appropriate museum behavior *before* coming to the State Capitol.
- Students should be aware that their behavior is a reflection of their school.

TEACHERS PAGE

Your Pathway to Sacramento

Please note: Omit this page from the student's activity booklets.

During this activity, students will locate their town/city and incorporate math skills in relation to the distance to Sacramento.

How to use the student page:

Locate a map of California and copy your area enlarged to include Sacramento.

Cut this map and attach to the bottom or reverse side of the student page.

As an alternative, provide several road maps for your students to use in small groups.

For free California road maps, call the Office of Tourism at (916) 322-2881.

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California State Capitol Museum
Student Activity Sheet

NAME _____

Your Pathway to Sacramento

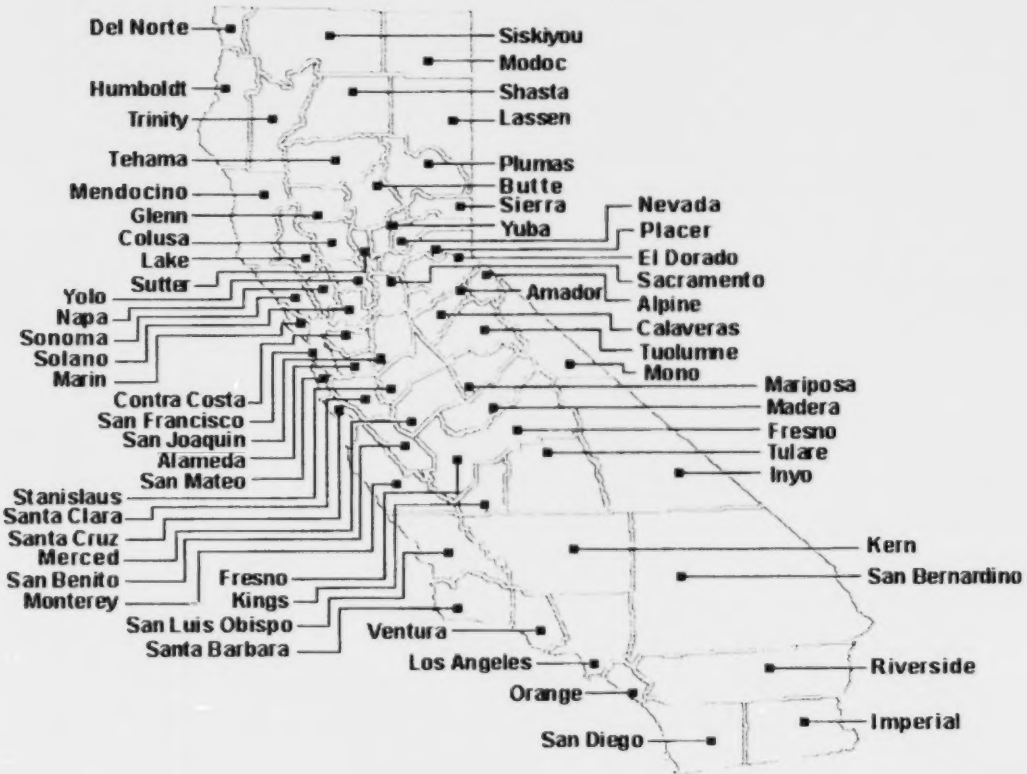
Directions: Use the map at the bottom of this page, or a map that your teacher provides, to complete the activities and questions below. Fill in the appropriate blanks using the name of your town or city.

1. Trace the route from _____ to Sacramento on the map using a crayon or a colored pencil.
2. What direction is Sacramento from _____ ?
(your home town)
3. If Sacramento is approximately _____ miles from _____ and the bus travels 55 miles per hour, how long would it take to get to Sacramento?
4. Look at the map carefully. What town seems to be approximately half way between _____ and Sacramento?

California State Capitol Museum
Student Activity Sheet

NAME _____

California Counties



Make a star for Sacramento, the State Capital.

Identify and color *your county* _____

Which county is the largest? _____

Which county is the smallest? _____

California State Capitol Museum
Student Activity Sheet

NAME _____

HISTORY OF CALIFORNIA AND THE STATE CAPITOL

STATEHOOD: California became the **31st** state on September 9, 1850.

CAPITALS and CAPITOLS:

- Between 1849 and 1854 San **Jose**, **Vallejo**, **Benicia** and **Sacramento** served as temporary capital cities.
- In 1854, the capital city moved permanently to Sacramento.
- The first State Constitution was written in Monterey, but the first Legislature and the first elected Governor, Peter Burnett, met for the first time in San Jose.
- The present State Capitol was built between 1860 - 1874.
- All three branches of government moved into this building in 1869, even through it was not yet completed.
- The Capitol was remodeled three times to accommodate growth and finally was restored back to safety and its original look between 1975 and 1982.
- This was the largest restoration project in the western United States, which brought back the original elegance of the Capitol and established it as a working Museum.
- Today the Capitol houses the **Legislative branch** (Senate and Assembly) and the offices of the **Governor** and **Lt. Governor.**

California's Capitol Building

California State Capitol Museum
Student Activity Sheet

NAME _____

STATE CAPITOL VOCABULARY

Directions: Use a dictionary to find the meaning of the words below.
Some words have more than one meaning. Choose the meaning that relates to the State Capitol. For example:

1. **law** a rule made by the **State** for the protection and benefit of the people.

2. **capital** _____

3. **capitol** _____

4. **constitution** _____

5. **legislator** _____

6. **session** _____

7. **bill** _____

8. **governor** _____

9. **symbol** _____

10. **government** _____

California State Capitol Museum
Student Activity Sheet

NAME _____

THE THREE BRANCHES OF GOVERNMENT

LEGISLATIVE - ***Makes*** the law.

Assembly
80 Legislators
(Assembly Members)

Senate
40 Legislators
(Senators)

EXECUTIVE
Executes and
Enforces the law

Governor, Lieutenant Governor, Attorney General, Secretary of State, Treasurer, Controller, Insurance Commissioner, Superintendent of Public Instruction.

JUDICIAL - ***Interprets*** the law.
State Courts and judges.
(The seven Supreme Court justices head the Judicial branch).

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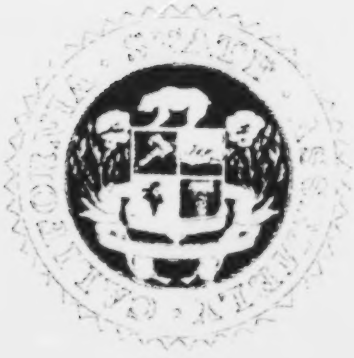

California State Legislature
Office of The Chief Clerk Of The Assembly

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TEACHERS PAGE

OVERVIEW OF LEGISLATIVE PROCESS

The process of government by which bills are considered and laws enacted is commonly referred to as the Legislative Process. The California State Legislature is made up of two houses: the Senate and the Assembly. There are 40 Senators and 80 Assembly Members representing the people of the State of California. The Legislature has a legislative calendar containing important dates of activities during its two-year session.

Idea

All legislation begins as an idea or concept. Ideas and concepts can come from a variety of sources. The process begins when a Senator or Assembly Member decides to author a bill.

The Author

A Legislator sends the idea for the bill to the Legislative Counsel where it is drafted into the actual bill. The draft of the bill is returned to the Legislator for introduction. If the author is a Senator, the bill is introduced in the Senate. If the author is an Assembly Member, the bill is introduced in the Assembly.

First Reading/Introduction

A bill is introduced or read the first time when the bill number, the name of the author, and the descriptive title of the bill is read on the floor of the house. The bill is then sent to the Office of State Printing. No bill may be acted upon until 30 days has passed from the date of its introduction.

Committee Hearings

The bill then goes to the Rules Committee of the house of origin where it is assigned to the appropriate policy committee for its first hearing. Bills are assigned to policy committees according to subject area of the bill. For example, a Senate bill dealing with health care facilities would first be assigned to the Senate Health and Human Services Committee for policy review.

Bills that require the expenditure of funds must also be heard in the fiscal committees: Senate Appropriations or Assembly Appropriations. Each house has a number of policy committees and a fiscal committee. Each committee is made up of a specified number of Senators or Assembly Members. During the committee hearing the author presents the bill to the committee and testimony can be heard in support of or opposition to the bill. The committee then votes by passing the bill, passing the bill as amended, or defeating the bill. Bills can be amended several times.

Letters of support or opposition are important and should be mailed to the author and committee members before the bill is scheduled to be heard in committee. It takes a majority vote of the full committee membership for a bill to be passed by the committee.

Each house maintains a schedule of legislative committee hearings. Prior to a bill's hearing, a bill analysis is prepared that explains current law, what the bill is intended to do, and some background information. Typically the analysis also lists organizations that support or oppose the bill.

Second and Third Reading

Bills passed by committees are read a second time on the floor in the house of origin and then assigned to third reading. Bill analyses are also prepared prior to third reading. When a bill is read the third time it is explained by the author, discussed by the Members and voted on by a roll call vote. Bills that require an appropriation or that take effect immediately generally require 27 votes in the Senate and 54 votes in the Assembly to be passed. Other bills generally require 21 votes in the Senate and 41 votes in the Assembly. If a bill is defeated, the Member may seek reconsideration and another vote.

Repeat Process in other House

Once the house of origin has approved the bill it proceeds to the other house where the procedure is repeated.

Resolution of Differences

If a bill is amended in the second house, it must go back to the house of origin for concurrence, which is agreement on the amendments. If agreement cannot be reached, the bill is referred to a two-house conference committee to resolve differences. Three members of the committee are from the Senate and three are from the Assembly. If a compromise is reached, the bill is returned to both houses for a vote.

Governor

If both houses approve a bill, it then goes to the Governor. The Governor has three choices. The Governor can sign the bill into law, allow it to become law without his or her signature, or veto it. A governor's veto can be overridden by a two-thirds vote in both houses. Most bills go into effect on the first day of January of the next year. Urgency measures take effect immediately after they are signed or allowed to become law without signature.

California Law

Bills that are passed by the Legislature and approved by the Governor are assigned a chapter number by the Secretary of State. These Chaptered Bills (also referred to as Statutes of the year they were enacted) then becomes part of the California Codes. The California Codes are a comprehensive collection of laws grouped by subject matter.

The California Constitution sets forth the fundamental laws by which the State of California is governed. All amendments to the Constitution come about as a result of constitutional amendments presented to the people for their approval.

California State Capitol Museum
Student Activity Sheet

NAME _____

HOW AN IDEA BECOMES A LAW

1. What is a state law?

_____

_____

2. What is a bill?_____

3. Ideas for laws can come from: *"There ought to be a law..."*
   a. only people born in California
   b. anyone whether a citizen or not
   c. only citizens of the United States

4. Name the two houses (groups) of the Legislature of California
   _____

5. After a bill passes both houses it:
   a. becomes a law
   b. returns to committee
   c. goes to the governor

6. The governor may choose to sign the bill or _____it.

7. If the governor does not sign the bill within 12 days, the bill:
   a. returns to committee
   b. becomes a law anyway
   c. will not become a law

8. How old must you be to present an idea for a law to the state legislature?
   a. 18 years or older
   b. 21 years or older
   c. any age

9. Most state laws take effect on:
   a. the first day of the following year
   b. the day the governor signs the bill
   c. the same day the idea is presented to the Legislature.

10. What idea do you have for a new state law? Write your idea below.

_____

_____

_____

11. If you wanted to propose your idea, you could present it to your Assembly member or Senator who represents your district. Write their names here.

Assembly Member_____

Senator_____

California State Capitol Museum
Student Activity Sheet

NAME _____

CALIFORNIA'S STATE SEAL

The State Seal was adopted in 1849, a year before California was admitted to the Union. The ***31 stars*** across the top represent one for each state, with California being the 31st in 1850. Beneath them appears our state motto, ***"Eureka"*** (a Greek word meaning "I have found it".) The ***Sierra Nevada*** mountains, as well as the ***Pacific Ocean***, accent the natural beauty of California. The ***ships*** symbolize trade and commerce. The ***miner*** in the background represents the State's mining industry and the Gold Rush. The ***agricultural wealth*** is seen in a sheaf of wheat and clusters of grapes. Keeping watch over the Seal is the armored figures of the mythological ***Goddess of Wisdom,*** Minerva (in Roman mythology) or Athena (in Greek mythology.) At her feet is the **California Grizzly Bear**, which is the state symbol of strength and independence.

Color the California State Seal. Pick your own colors.

California State Capitol Museum
Student Activity Sheet

NAME _____

DESIGN YOUR OWN STATE SEAL

You have read about the Great Seal of the State of California and the symbol it contains. Now you can design a new seal for the California you know. What does California mean to you? What important symbols will you put on your seal? Use your imagination and creativity to design a seal that represents California today.

California State Capitol Museum
Student Activity Sheet

NAME _____

OUR STATE FLAG

The "Bear Flag" was adopted as the official flag of the State of California in 1911. However, it was first raised in Sonoma in June of 1846 during the Bear Flag Revolt.

The colors of the flag:

White – Purity
Red Star – Courage
Grizzly Bear – Strength

The Star represents the fact that California, like Texas, became a State without ever having been a territory.

Draw a flag below. Add colors and more symbols to finish your State Flag. Use your imagination and create new symbols for your State.

I LOVE YOU, CALIFORNIA

Our State Song

I love you, California, you're the greatest state of all.
I love you in the winter, summer, spring, and in the fall.
I love your fertile valleys; your dear mountains I adore.
I love your grand old ocean and I love her rugged shore.

CHORUS

Where the snow crowned Golden Sierras, keep their watch o'er
The valleys bloom,
It is there I would be in our land by the sea,
Every breeze bearing rich perfume.
It is here nature gives of her rarest. It is Home Sweet Home to me,
And I know when I die I shall breathe my last sigh
For my sunny California.

II

I love your redwood forests - love your fields of yellow grain.
I love your summer breezes and I love your winter rain.
I love you, land of flowers; land of honey, fruit and wine.
I love you, California; you have won this heart of mine.

III

I love your old gray Missions - love your vineyards stretching far.
I love you, California, with your Golden Gate ajar.
I love your purple sun-sets, love your skies of azure blue.
I love you, California; I just can't help loving you.

IV

I love you, Catalina, you are very dear to me.
I love you, Tamalpais, and I love Yosemite.
I love you, Land of Sunshine, Half your beauties are untold.
I loved you in my childhood, and I'll love you when I'm old.

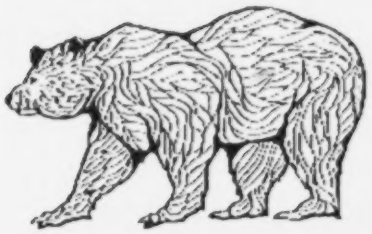
I love you California became the official state song in 1851.
(Words by F. B. Silverwood and music by A. F. Frankenstein)

California State Capitol Museum
Student Activity Sheet

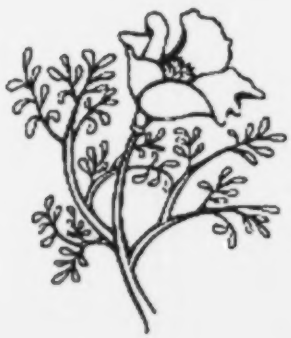
NAME _____

California State Symbols

The California quail, also known as the valley quail, became the official state bird in 1931. Plump, gray-colored and smaller than a pigeon, the California quail has a downward-curving black plume on top of its head and a black bib with a white stripe under its beak. They are known for their hardiness and adaptability.



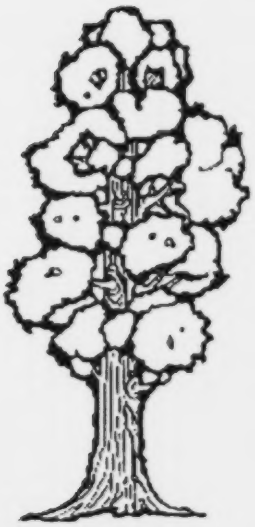
The California grizzly bear became the official state animal in 1953, decades after dying out in California. The last one was shot in 1922. This large and powerful carnivore once thrived in the great valleys and low mountains of the state, probably in greater numbers than in any other state.



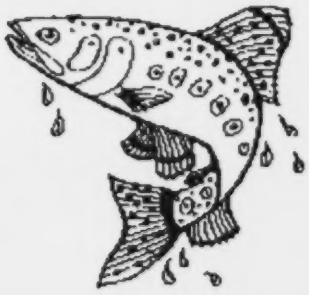
California Indians valued the poppy as a food source and for the oil extracted from the plant. Also known as the flame flower, the poppy grows wild throughout California. It became the state flower in 1903. Every year, April 6 is California Poppy Day.

California State Capitol Museum
Student Activity Sheet

California State Symbols



The California redwood became the official state tree in 1937. Once common throughout the northern hemisphere, redwoods are now found only near the Pacific Coast. There actually are two species of California redwood: the coast redwood and the giant sequoia. The giant sequoia is the most massive tree in the world, with 30-foot diameter trunks not uncommon. They reach ages of over 3,000 years. The coast redwood is the tallest tree in the world, averaging about 300 feet high. The oldest known redwood lived to be 2,200 years old.



The golden trout is native only to California and became the official state fish in 1947. Originally, the species was found only in a few icy streams in the Kern River, south of Mount Whitney. Hatchery-raised fish now stock many waters in the Sierra Nevada mountains.

California State Capitol Museum
Student Activity Sheet

California is ...

The 3rd largest state in area

The largest state in population (over 37,000,000 people)

California has...

the largest population of American Indians

one of the largest Chinese communities outside Asia – in the entire world (in San Francisco)

California is...

The largest producer of goods of all the states

The largest agriculture state in the Union

Much more!

Largest City

Los Angeles

The Los Angeles area has more people of Mexican ancestry than any other urban (city) area in the world, outside Mexico.

Highest Mountain

Mt Whitney

14,494 feet above sea level

Lowest Elevation

Death Valley

282 feet below sea level

California State Capitol Museum
Student Activity Sheet

NAME _____

CALIFORNIA THE GOLDEN STATE

State Capitol	Sacramento
Date California Admitted as a State	September 9, 1850
State Motto	"Eureka" Greek: ("I have found it!")
Population	33,773,000

Land Area

Includes 2,674 sq. mi. of inland water	158,648 sq. mi.
Coastal Water Area	(Pacific water) 222 sq. mi.

Highest Elevation

Feet above sea-level	Mount Whitney 14,496 ft.

Lowest Elevation

Feet below sea-level	Death Valley 282 ft.

Cities

Five Largest Cities (by population)	Five Largest Counties (by population)
Los Angeles	Los Angeles
San Diego	San Diego
San Jose	Orange
San Francisco	Santa Clara
Long Beach	San Bernardino

Counties

Total Number of Counties	58
Five Largest Counties (by square miles)	
San Bernardino	20,061
Inyo	10,192
Kern	8,141
Siskiyou	6,287
Fresno	5,963

And in conclusion...

We hope you had a good time on this field trip to Sacramento. We would like you to celebrate your experience by creating one of the artistic pieces described below:

Choice 1:
Write a poem about your field trip. The poem should be about 12 lines long. Describe the highlight of the day and use colorful language. Your poem does not have to rhyme. Remember to write neatly on your final copy or you may type it.

Choice 2:
Draw or paint a picture about your field trip. Use colors and details in your picture to help illustrate the experience.

Choice 3:
Make a poster advertising the field trip to next year's fourth graders. Use neat lettering. Include a picture or design to illustrate your poster.

Optional Participation:
We would be delighted to include the best artistic creations of your class in our school exhibit case at the State Capitol Museum. Please mail to the following address:

State Capitol Museum
Room #B27
Sacramento, Ca. 95841

TEACHERS PAGE

SCHOOL TOUR EVALUATION

Please fill out this form and deposit it as you exit the museum or mail it to the *State Capitol Museum, Room B-27, Sacramento, CA 95814.*

Date: _____

Name of School: _____

On a scale of 1 to 5, rate your visit in terms of:

	POOR		FAIR		EXCELLENT
Educational Benefit	1	2	3	4	5
Interesting Exhibits	1	2	3	4	5
Overall Enjoyment	1	2	3	4	5

1. What did you and your group enjoy most about your visit?

_____

2. Do you feel this visit served as a valuable learning experience?

_____

3. Was the museum staff friendly and helpful?

_____

4. How could we improve the museum experience for your group?

_____

5. How can we improve this "school tour Packet?"

_____

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